THE JOURNAL OF EDUCATION

Volume 129 APRIL, 1946 Number 4

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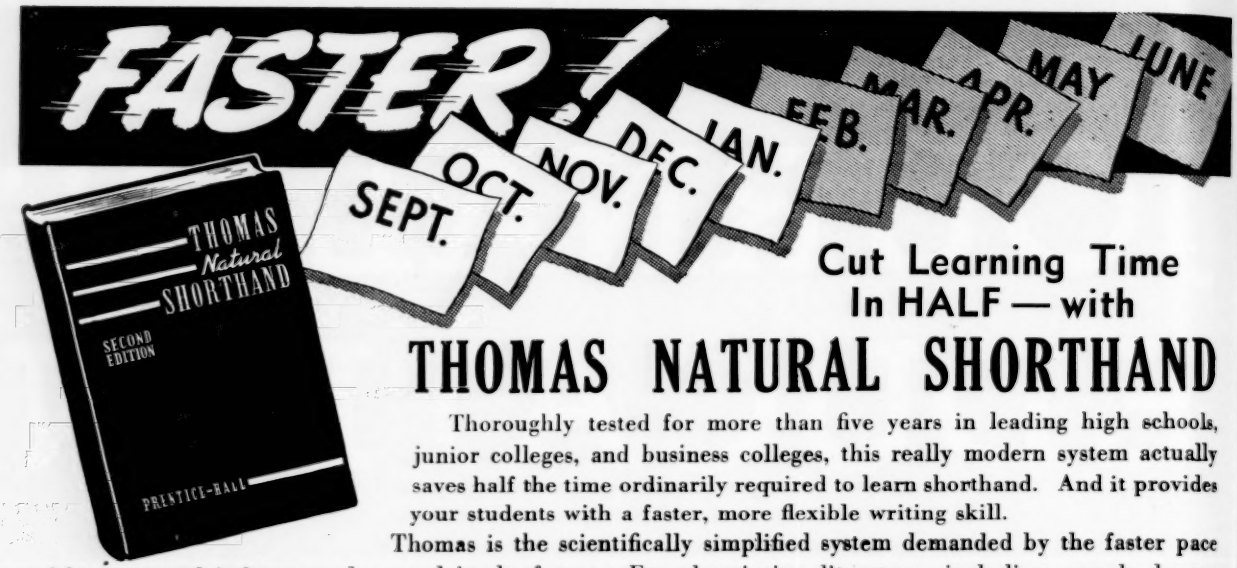

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MESSAGES
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No. 15

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LONG EXPERIENCE and personal observation have led educators to the sources of knowledge which best inspire in today's youth a deep loyalty to the ideals of democracy. The following excerpts from recent signed statements testify to their appreciation of *The Reader's Digest* . . . as an effective classroom aid in perpetuating these ideals:

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The Reader's Digest is a fortress of defense against ignorance of what is going on in our own and other lands. . . . I should like to see it in the hands of every high school student, and of many in the upper elementary grades. —**James Haskell Hope, State Superintendent of Education, South Carolina.**

For use in schools, a magazine such as *The Reader's Digest*, which offers accurate and interesting summaries of significant events and achievements in the social, scientific and economic fields, is of high value.—**Francis B. Haas, State Superintendent of Public Instruction, Pennsylvania.**

The Reader's Digest is a continuing and impartial "diary" of the American way of life and the actual workings of our democracy. At a time when world welfare is to be so influenced by our course here at home, its value as an aid to the teaching of good citizenship increases the need for its use in our schools. — **John Callahan, State Superintendent of Public Instruction, Wisconsin.**

As never before, pupils in our schools need to read widely if they are to think clearly on many and varied topics. Because *The Reader's Digest* presents up-to-the-month information on current events and personalities, this publication has come to be a valuable and widely used supplement to our reading in many high school and lower-grade classes.—**Esther L. Anderson, State Superintendent of Public Instruction, Wyoming.**

One of the first, and certainly one of the most important duties of every school teacher today is the planting of Lincoln's sort of Americanism in the hearts and minds of our youth. . . . I feel that the School Edition of *The Reader's Digest* should be classed among the valuable mediums for aiding this vital task. — **Vernon L. Nickell, State Superintendent of Public Instruction, Illinois.**

I would place *The Reader's Digest* at the head of the list of required reading for teachers and high school students. —**John A. Shaw, Superintendent of Schools, Spokane, Washington.**

The Reader's Digest is a fascinating record of events and trends, which broadens the outlook of students and gives them a more comprehensive grasp of the principles and meaning of good citizenship. — **Arthur E. Thompson, State Superintendent of Public Instruction, North Dakota.**

As an auxiliary aid to classroom instruction in the building of bedrock Americanism, the value of *The Reader's Digest* is very high. — **Burgin E. Dossett, State Commissioner of Education, Tennessee.**

The Reader's Digest is making a contribution to the maintenance of our form of government, especially by implanting in young minds the concepts of desirable human relationships.—**Rex Putnam, State Superintendent of Public Instruction, Oregon.**

The teacher who understands the scope of her assignment, and sees her objectives clearly, will value *The Reader's Digest*, which keeps its readers in touch with the forces which make TOMORROW. It offers information—common knowledge for common understanding for common citizenship in a common world: one world.—**John Fred Williams, State Superintendent of Public Instruction, Kentucky.**

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as we go to press . . .

We look back on those war years almost with regret that they are over. Things were in a mess then, as now. The difference was that certain people at the top knew what was wanted in those days, and how to go about getting it. Today the same goal of a world at peace is still the professed desire of everyone, but the path is less clearly marked and the obstacles harder to surmount with the limited resources we now are willing to put into the enterprise. The peacetime victories are on a smaller scale, less glorious, less advertised than those of war. Yet they are equally important — and some occur in schools. Miss X learning to control her temper turns a hostile classroom into a friendly one. A child discovers that other children of different race or religion or customs are not so bad, after all. Boys and girls are taught to put the common interest and welfare ahead of their selfish aims. Day by day training is given in honesty, punctuality, industry, concentration and decent behavior toward neighbors. Such are the minor victories of peace. Fortunate are all who have a part in them.

▼

Speaking of neighbors—one of the post-war restorations that gives us real pleasure, is the reestablishment of communications between here and the Philippines. Already the JOURNAL is back in those islands, carrying news of education to teachers across the Pacific. It is gratifying that the people out there are disposed to look to the United States for leadership in school matters as in other aspects of their living. We are mighty glad our Filipino friends are out of danger and will soon enjoy that freedom from foreign rule which has so long been their chief ambition.

▼

The fact is that the magazines of America are once more traveling abroad to lands where, for a few years, they were not available to library, school or private individual. Yes, the lights are on again. Here's hoping we shall soon like what they reveal.

TEXTBOOKS IN REVIEW

Beginning Dictionary

The *Thorndike-Century Beginning Dictionary* is not only the work of an eminent educational psychologist; it is the first dictionary ever made to teach children dictionary use. The fourth or fifth grader is guided gently into the new field by a series of lessons, each containing illustrations and explanations, and providing practice in the use of some specific skill. While he is absorbed in finding out about Bob's experience at the zoo or Fred's secret code, he is also learning the art of word-hunting. There are seventy of these brief lessons, built for step-by-step progress, and divided into two levels of difficulty. A section of Teachers' Notes gives suggestions for the presentation of each lesson. In short, blueprints for successfully meeting another elementary school problem have been provided.

The dictionary proper contains 12,000 words in print large enough for young eyes. Entries have been chosen to meet children's needs in speaking, writing and reading. Definitions have been pruned of complicated verbiage and illustrative sentences are given. The pronunciation key is simplicity itself.

BEGINNING DICTIONARY, by E. L. Thorndike. Scott, Foresman and Company, Chicago. $1.60.

My Country School Diary

Modestly sharing the credit with others, in fact not thinking much of credit but mostly of some new forward step needing to be taken each day or week, Miss Julia Weber gives us in published form about a fourth of the entries she originally put into her log book. The resulting *My Country School Diary* is one of those answers-to-a-publisher's-prayer sort of things, a book to capture the attention of the general reader and at the same time one that greatly concerns a one certain group—in this case, the teaching profession.

As we thumb through this human document we catch intimate glimpses of a one-room rural school that is working out its problems of preparing each child for intelligent, happy living in a democratic community. We see that much-talked-of "individual attention" brought to life in one small school that might well become a pattern for many. This would call for exceptionally gifted teachers. Yet it may be more a matter of attitude and purpose than of that super quality. The school at Stony Grove obviously has a guiding hand. But it is not an autocratic hand and it holds no scepter. Cooperation is king. There is a program—and drills for skills. But time is taken for discovering and bringing out each child; for engaging in joint enterprise, for helping pupils to grow in self management and group participation. People once marveled at a schoolmaster because "one small head could carry all he knew." The marvel after reading this diary is that any one person could keep so many operations all going at once and all having educational significance. Possibly it isn't what you have in your head that counts in teaching, but how you use it—and to use it well calls for pulling out of ruts, adopting new goals.

MY COUNTRY SCHOOL DIARY, by Julia Weber. Harper and Brothers, New York. $3.00.

The Making of Today's World

The study of world history gives an important third dimension to the events in our newspapers; a fact which is implicit in the title, *The Making of Today's World*. This popular text for high school pupils, written by R. O. Hughes, has been revised to include the victories in Europe and Japan, the death of President Roosevelt and the forming of the UNO.

Whether world history will be hated or enjoyed depends both upon the individual pupil and the way the subject is presented by the teacher and the book. So far as a book can go in making matters clear, telling each episode in simple language and with a sense of movement, here is good sailing. In the choice of topics to be treated, and in the decision to avoid bare outlines and offer enough detail to make a story complete and interesting, the Hughes technique seems unusually sound. Occasional cross-flashes connect the long ago with the present. Our fairly extensive sampling of the volume has failed to reveal a dull page anywhere—and that is saying much for any world history which is at the same time scholarly and free from froth. To know what today's world means, look behind you at the panorama that Mr. Hughes has painted.

THE MAKING OF TODAY'S WORLD, by R. O. Hughes. Allyn and Bacon, Boston.

Student's Guide to Efficient Study

The *Students' Guide to Efficient Study* is based on a prolonged analysis of the study habits of many good and poor students. Differences between these two groups are neatly tabulated in the first chapter. This handbook, addressed in simple language to the student himself, outlines the rules for successfully tackling the homework problem, and gives practical, detailed suggestions. Planning a time schedule, reading, problem solving, note taking, memorizing, writing reports, reviewing and taking examinations are all considered. Busy Miss Jones will want to keep copies on her desk to hand to those chronically unprepared students in her classes.

STUDENTS' GUIDE TO EFFICIENT STUDY Cole and Ferguson. Rinehart and Company, New York. $.50.

An Overview of Elementary Education

An Overview of Elementary Education is the outcome of its authors' long experience with elementary teachers, including many bewildered ones. The "view" offered is a 112-page one with two main focal points. First comes practical information on classroom organization to provide for the child's personal and social growth. General tendencies of the various age groups; teacher attitude and other factors that make up that intangible, classroom atmosphere; unit criteria; grouping; and 'rules' are discussed, as well as principles and procedures. The second section, dealing with specific subject fields, offers a basis for selecting content and experience in each area. The sane final chapter on evaluation should prove especially comforting to the bewildered neophyte.

At the outset, the demand of lay critics of the schools for simple, acceptable answers to their queries about elementary education is stressed. With this volume in hand, both the new and the seasoned teacher should be able to provide those answers.

AN OVERVIEW OF ELEMENTARY EDUCATION Baxter and Bradley. D. C. Heath and Company, Boston. $1.25.

Spanish Handbook

Planned for individual rather than class use, the *Spanish Handbook* seeks to prepare one for traveling or residing in Spanish America. There is a well written introduction, with hints for the student, some bits of background about the people, customs and language of Spain in America. Then follows a series of daily lessons on vocabulary, sentences and grammar; next some seventy lessons each based on a specific situation, as per the usual conversation book. This, however, is not one of those boastful little guides that pretend to make a Spaniard of you in ten easy lessons. It is for those who are willing to put real effort into the acquiring of sufficient Spanish to cover not only the necessities but also some of the amenities of life.

SPANISH HANDBOOK, by Lawrence F. Hawkins. Cornell Maritime Press, New York. $2.50.

Letter Writing in Business

A business executive with long experience in correspondence has written a compendium on the how of *Letter Writing in Business*. It is designed for students on the adult or college level and this might well include a great many business executives. That letter writing is never too well mastered by the average person high up in business is indicated by many of the three hundred run-of-the-mill letters quoted by the author, Mr. W. H. Conant, in this treatise. These specimens are not offered as models, but for studious examination and improvement in accordance with principles which the author states. Teachers of commercial subjects in high school can profit from a closer knowledge of business as seen from the inside, and for this reason some of them will wish to read the Conant manual.

A companion volume by the same writer has also just appeared. It is *Business Administration*. How business is organized, controlled, and operated, is the theme.

LETTER WRITING IN BUSINESS W. H. Conant. BUSINESS ADMINISTRATION W. H. Conant. Gregg Publishing Company, New York. $2.00 each.

Individual Parent-Teacher Conferences

Number nine in the Teachers College *Practical Suggestions for Teaching* series is *Individual Parent - Teacher Conferences*, a manual for elementary school teachers. The author, a guidance expert, has described conferences representing typical problems and situations and ranging from all important get-acquainted chat to the talk that breaks the news that Mary may be "emotionally maladjusted." By the time he has watched how Mrs. A., B., D., X. or Z. was handled, the reader has learned a good deal about the techniques for gaining parental cooperation and interest. The brief analyses of "do's" and "don'ts" that follow each interview pack a quantity of sage advice into a few sentences. Hints for keeping records of conferences are also included. This pamphlet should be of value in securing better relationships between home and school.

INDIVIDUAL PARENT-TEACHER CONFERENCES, by Katherine D'Evelyn. Teachers' College Bureau of Publications, New York. $.75.

Adventures in English Literature

Appearing in a new edition, its fourth, *Adventures in English Literature* retains most of the familiar samplings included in earlier editions and adds some twenty-eight specimens from newer writers. In fact the book starts out with some of these in a Bridging-the-Atlantic chapter, before plunging into Beowulf and the other pioneers of English poetry and prose. It is strictly a collection of English literature in the narrower sense which excludes the products of English-speaking countries this side of the pond. The historical matter at the beginning of each literary period has been well planned to explain the trends and changes of the times. Also where several works of the same author are included, these are grouped in one place instead of being scattered according to their respective literary forms—an improvement many teachers will appreciate. The biographical sketches preceding each author's examples are generally well pointed and free from cluttering details. The vast field of earlier and later writings by our English kinsmen is here set forth as adequately as this is possible in a single book for high school students.

ADVENTURES IN ENGLISH LITERATURE by Inglis, Cooper and others. Harcourt, Brace and Company. $2.48.

History of the United States

Professor Elson's *History of the United States* appears in a revised edition — the revision being no mere touching up or adding of a final chapter, but a process which involved the rewriting of many paragraphs and some whole chapters. The resulting volume is an extraordinarily detailed account of this nation's development from pre-Columbus times until the end of hostilities in World War II. The facts are told in chronological order and illuminating comments are freely interspersed. Despite its scholarly inclusiveness, the language is crystal clear and the pivotal events and changes seem to stand out above the minor incidents. Often a class using a shorter book will be asked to "see what Elson says about that matter"—and they will come away with better understanding of those causes that lurk behind each and every event.

HISTORY OF THE UNITED STATES, by H. W. Elson. Macmillan Company, New York. $4.00.

Publishers Absorb Much Of Increased Cost

It is estimated that the per item cost of textbooks has increased about 30% since 1941. The over-all price of textbooks has, during the same period, increased from 5 to 6%. Textbook publishers, because of competition, keep their prices as low as possible and absorb as much of the rising costs of production as perhaps any other group. The fact remains, however, that costs of production have increased and are increasing rapidly and materially. School authorities should face this issue squarely in planning their budgets for the purchase of textbooks for the year 1946-47. To provide budgets only slightly higher than in previous years will be to supply the children of the schools with a smaller number of books than have been provided for them heretofore.

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Editorials

Cooperative Administration

Many business and industrial firms have admitted to their managerial ranks in recent years a type of specialist known as personnel director. Such an executive handles not only the hiring and firing of employees but their training on the job and, to some degree, the human relationships within the organization. Even in the concerns which have adopted this modern device, there are often to be found some high-up individuals who disparage liberal policies and those appointed to administer them. In short, some managers are not "personnel minded" and others are.

Schools and other educational instrumentalities have been slow to adopt the humane and democratic attitude shown by many commercial companies. The autocratic situation reflected in many old-fashioned classrooms where the teacher ruled with an iron hand seems somehow to have crept along the corridors to the office of the principal or superintendent. The administrator, in far too many instances, acts the czar. To do him justice he probably does not know that this is so. He invites and possibly urges his associates to make suggestions, to ask questions, and to confer with him on anything they deem important. If they don't do it, whose fault but their own?

It is one thing to invite suggestions or participation. It is another thing to meet such efforts with an open mind. Too many times a teacher who steps forward with an idea for bettering school procedures encounters only opposition and rebuff. To this may be added some form of retaliation—if the administrator happens to be that small a character.

Faculty meetings at their best are as democratic in spirit as the proverbial town meeting. At their worst, they are sessions in which the big boss rides a bulldozer over everybody but the "yes" crowd.

The student body nowadays holds a place of influence through a representative council. Teachers not only deserve the same privilege but should be encouraged to form their own administrative council, either representative or all-inclusive, and their recommendations should be treated with respect.

Czarism in the school office is decidedly a back number.

Equal Pay

Equal pay for men and women teachers is one of those propositions that look simple enough and fair enough, but are really complex and require careful consideration. To begin with, no one has ever yet determined what is perfectly fair in the assigning of salaries. Should higher pay be given for superior work, for greater diligence, for larger investment in preparation, for longer experience, or all of these combined? And how will you weigh such factors to reach an equitable result?

A certain philanthropic organization we know of pays its employees according to their respective needs, not their abilities or the work they do. Needs are determined by the numbers and ages of dependents and local living costs. Pensions are provided on retirement. This is an ideal arrangement for eliminating financial worries and freeing all workers for achieving their highest service. Although most of us are in a set-up less ideal , we may well consider *needs* as at least one factor in salary fixing. If we don't, we shall run up against an economic law that refuses to yield to theories of justice or anything else.

Many women have dependents. The mere mention of this fact brings a rush of names and cases. But when you go down the line and study the situations of all the teachers, not just some of them, you find—well whatever you find, you can be sure that lifting women's salaries to the level of men's salaries will bring repercussions from those who pay the bills, o the tendency will be to keep all salaries down. Men having the normal propensity for marriage will steer away from a vocation thus further circumscribed.

What then should our equal-rightsters ask for? They should, we believe, ask for a salary schedule in which honest consideration is given to varying economic circumstances. Young women fresh from school or college and generally without family cares, might be treated as a group starting at a modest rate of pay and due to receive smaller yearly increments than their male colleagues of similar age. When those same women have remained in the profession five or ten years, their salary increments should increase. A mature woman teacher who has proven her worth to a school community, ought never to be prevented

from receiving a salary commensurate with her worth on the sole ground that she is a woman. That is arbitrary and discriminating and intolerable. In these higher brackets—pardon the expression—dependents and the necessary costs of their support could be taken into account for both men and women teachers. The subject is too many-sided to be treated as an open or shut, yes or no matter.

Crazy Teachers

"Townsend reported the results of a survey which suggested that every school child has a seven-to-one chance of encountering at least two unstable or neurotic teachers before he completes high school."

So reads one bright little item in a lengthy report on what little is known of mental hygiene as applied to teachers.

A seven-to-one chance. At least two in the course of twelve years. Of course what Townsend found only "suggested" this. It didn't prove it. No research ever seems to prove anything.

The percentage of looney or off-balance teachers is not and cannot be determined. But, whatever their number, they are too many. Their continuance in the classrooms is an injustice to the children. School authorities are rather careless about such matters, being either too considerate of the teacher or too afraid of inviting trouble.

Exactly what to do about such teachers after they are released is a problem few officials have dared face up to.

While some of them are thinking it over, may we inject the hypothesis that some teachers are driven into a serious mental state by the people under whom they work. Too much responsibility and too little leeway or authority for carrying it out. Too much interference. Classes too large or too many. Overdoses of clerical work, committee meetings, arbitrary rules and assignments. Such things could cause nerves and minds to crack.

The Hard of Hearing

What to do about children with defective hearing, is a question too long evaded by public health and educational authorities. Recommendations on the subject have recently been made by a joint committee of the National Education Association and the American Medical Association. First and most obviously, some form of screening test, with voice or watch or audiometer, should be given periodically in every classroom, to determine what children need special attention. The committee's report is a trifle vague as to the degrees of subnormality in hearing and what each requires. There is mention of instruction in lip reading; of the fact that very young children cannot well be entrusted with delicate hearing aids; that otiologists should be consulted in many instances; that impairment of the middle ear often results from colds and certain contagious diseases such as scarlet fever, measles and meningitis. But the main stress of the report is upon the need for early detection of hearing defects, and whatever follow up may then be indicated in the interest of the child.

Outside of those larger cities which operate special classes for the hard of hearing and the deaf, most children with poor hearing are just allowed to do the best they can. This will continue to be true until health and education boards in the several States draw up suitable programs, providing for uniform testing, expert medical supervision, and for suitable instruction of all teachers in the rudiments of the problem.

Why Educate Unless for This?

When representative government goes wrong and politicians gain their own purposes to the injury of the people, attention is drawn to education. Didn't these grown-ups go to school? Why, then, didn't the school teach their young charges the principles and practices of good citizenship? Why didn't the school teach them civics?

A partial answer is given by the National Self Government Committee, Incorporated, of New York, in a ten cent pamphlet called "How Civics Should Be Taught." Here within brief compass are furnished many examples of how government is manipulated for private gain by political gangsters. The message of the booklet is: Don't spend too much time outlining the theories and mechanisms of government. Tell how it really works or fails to work. Let pupils have their own government within the school so that they may learn to take responsibilities. Train them to detect and despise officeholders and others in their localities who cheat the public.

Civics instruction no doubt needs to come alive in many schools where it is formal, theoretical and remote. And pupils who have learned where trouble starts in the funtioning of government have thus a valuable means of combatting political corruption.

How many of them will act the part of good citizens when they leave school—how many will fall into the evil ways the school itself has laid bare before their eyes—is anybody's guess.

Education ought to make for high ideals and proper behavior in all relationships of life. So far it has not fully succeeded in a task which, incidentally, it shares with religion and the home.

Yes, let civics be taught as something near and vital to each American. Too many of us have too long been too ignorant on that subject—and too indifferent. Then, if you are the teacher, say a prayer that the knowledge you have imparted will work the way it ought.

HOW MANY TO A TEACHER?

Part One of a Two-part Symposium

In an era that is fast awakening to the necessity of fitting education to each child, most classrooms contain as many pupils as they ever did or perhaps more, and individual attention gets lip service only, because the fraction *one* over *n* still has too large a denominator.

Our editorial, "Teacher No Camel," which was printed in March, ended with a request for opinions from our readers on the subject of class size. Below are some of the statements that have come in response to that editorial or that have been secured in some instances through personal invitation. You are left to make your own comparisons and summary. If we were to do it, it might read: "Down with classes of forty. Nobody expects private tutoring at public expense. Be reasonable—but begin to be somewhat modern also."

Here they come, then—the statements:—

Will French, Professor of Education, Teachers College, Columbia University, Chief Advisor for Workers in Secondary School Administration—There is no single standard that can be applied throughout the high school as to the number of students each class should contain. The correct number of students will be a variant of the subject being taught and the methods being used by the teacher. For example, there is no reason why a typing class cannot be larger than a class in English literature. Nor is there any reason why a whole auditorium full of students cannot be instructed from a motion picture whereas if discussion by the pupils is the predominant activity, the class must be kept to a smaller size.

Whatever the size of the class, it is presumed that the physical facilities will be adequate. A small class crowded into a tiny room is far worse than a large class comfortably housed. In a large, departmentalized high school where the teacher meets many classes per day, each class must be moderately small if the teacher is to get to know his pupils who in the aggregate represent a large number. Under present circumstances, if you want high quality of instruction, you have to err on the side of small classes. Your students will be better off with classes numbering in the twenties than with those numbering in the thirties.

Willard R. Spaulding, Superintendent of Schools, Portland, Oregon—Education in the long run is determined by the effectiveness of the impact of one teacher upon one pupil. If this impact is to be the best, the teacher must be associated with a small enough number of students in school so that each can know the teacher as an individual and learn to like to live with her. The teacher must also be able to know each pupil as an individual so as to guide his activities toward strengthening his weaknesses and improving his ability in areas where it is already good.

If this is to happen, the teachering load must be measured in terms of the number of individuals that one teacher meets in one day. In the high school as it is presently organized in most communities, the answer does not lie in class size. If the class size is as small as twenty and a teacher teaches five classes a day, she is meeting one hundred different persons. This is far too many. It would be better if the school were so organized that the teacher spent at least half a day with not more than twenty-five students. With this done, the desirable aims which were mentioned above could be met.

In the elementary school, which in most communities is organized so that one teacher is with one class for most of the time, the class size should not exceed twenty-five if pupils and teachers are to do their best work.

John Lamb McIntire, George School, Bucks County, Pennsylvania—The criteria for determining the size of a class are quite simple, and almost self-evident. The class should be small enough to allow the child to function as an individual; it should be large enough to afford him the protection and security of a group.

Much of our talking about class-sizes and teacher-load is sheer nonsense, at least on a secondary school level. Where teacher-pupil relations are constructive and adequate, a class of thirty makes no more demand on the teacher, in terms of tension and effort, than a class of ten; where those relations are inadequate and destructive, the increase in "effective discipline" with a smaller group is actually an increase in fear-motivation, and serves no good end for the youngsters.

On an elementary school level, classes of twelve to fifteen pupils provide ample opportunity for small-group activities and for enough "hand business" and "moving about" to meet attention-span problems. Groups of the same size, on a secondary school level, can secure needed informality without loss of cohesion and lend themselves readily to the "round table" or "discussion" approach which tends to develop logical reasoning

as opposed to mere rote-memorizing.

Under the leadership of an exceptionally competent teacher, secondary school groups as large as twenty or twenty-five can secure most, if not all, of the values smaller groups will experience. But such securing demands far more finesse and control than direction of twenty or twenty-five adults would entail under like circumstances.

One more word seems appropriate. Experience shows that the smaller the class group, the greater the demand on the teacher in terms of personality-values, independent thinking, and open-mindedness. And the smaller the class group, the more important is the role of the teacher as a leader and fellow-researcher instead of an oracle. To a good teacher, no experience could be more stimulating and challenging; to a poor one, none could be more "impossible" and downright disastrous.

Gertrude Corrigan, Tampa, Fla. —Membership in primary classes should be reduced to a minimum, even if the upper grades must, for purposes of economy, be increased in proportion. It is more important that the very young should be started right in habits of attention and school procedure, than to endeavor to eradicate, in later years, losses caused by false starts.

Primary teachers divide their pupils into three or four groups. The loss entailed by neglect of large groups of children, massed in a room under one teacher, should be reckoned with. No primary room in any school should have classes of more than twenty-five to one instructor. If there could be two teachers in the first three primaries, the classes might be enlarged without loss.

Children rightly started on the road to learning can take care of themselves in the higher grades, if necessary to have large membership there for economy's sake. It would be to the interests of the state if the membership in grade schools could be kept to a maximum of thirty pupils to a room with one instructor.

Madeleine T. Schoenhof, Teacher, Anne Hutchinson School, N. Y. C. — I have had the rare privilege in conducting a private experiment over a period of six years, and have accumulated some data that may or may not solve the question of class size—in a small way. For two years I had as near a heterogeneous group as possible, with some bright, some slow and some normal pupils. There were 35 in that group, and we had a wonderful time. The bright pupils cooperated in helping the slow ones, and the normal youngsters worked wonderfully with both groups. (I like this type of grouping best, and 35 got sufficient attention from me to be satisfied with good progress.)

The next two years were devoted to a group of nearly I.G.C.—Intellectually Gifted Class—I.Q. range from 127 to 166. There were 37 in this group, and I found myself stepping lively to keep pace with their boundless talents. The load was manageable inasmuch as many of these students could study by themselves. However, I think that because of the fact that they wished to go on excursions frequently and needed such detailed checking up, the group would have been better at 25 or 30.

Now I have a slow group with 30 pupils. This is too large. Here where individual attention is so necessary, 20 should be top score for registration. Each child is emotionally unstable and needs the personal contact of the teacher in a maternal technique. I find the time fleeting too fast and too much waiting on the part of the pupils.

M. G. Pattington, Senior Education Supervisor, New York State Education Department—Seventeen years as a school administrator of course give one some opinions on such things as class size. From a personal viewpoint, based on experience and observation in one room, two room, three room, Union Free, small and large Consolidated schools, such ideas are:

1. Kindergarten classes—a maximum of fifteen pupils for a half-day class permits individualized attention for each pupil by the teacher in helping to form right habits in the early years.

2. Grades one through six — about twenty to twenty-three pupils which are enough to promote social consciousness and allow group activities within the class; at the same time a small enough number to permit considerable individual attention and close checking.

3. Junior high school grades seven through nine—in the so-called recitation studies, a class group of about thirty is an ideal group with which to work, and permits seven or eight groups of four pupils each for project work or two groups of fifteen each for larger group projects.

4. Senior high school grades nine through twelve—here for the capable, wide-awake, aggressive teacher, a class group of about thirty-five to forty provides a large enough group to bring varying interests, skills and abilities into contact. The small class in these years finds the "bad boy" or the "strictly intellectual" dominating a sizeable share of the group. The larger group also provides material enough to bring out workable groups of varied interests. In schools, of course, where pupils can be grouped into sections in each grade or class according to abilities or other classifications, a still larger group would be satisfactory for those of higher ability, a smaller group for those of lower ability, again to permit more competition in the one case and more personal attention in the other.

5. Laboratory classes in home economics, agriculture, science, art, etc., seem to work better (again personal opinion only) if the size is kept around fifteen pupils, as more individual attention, guidance and observation is demanded.

THE COMIC BOOK IN READING INSTRUCTION

LT. CHARLES S. ROSS

DURING the war the United States Navy used the comic book effectively as an adjunct to basal texts in literacy training. Experience indicated that specially-prepared comic books aided and speeded up reading for meaning, provided keen motivation, and in general served to precipitate a rapid maturation in bridging the gap between symbol and idea. Is there a hint in the Navy's experience for the public grade school?

The public grade school, of course, is concerned not only with the skills of reading, but with the outcome of the program in terms of permanent reading tastes. This outcome was of secondary importance to the Navy, whose students were mature men. Furthermore, the school is vitally concerned with the personality and character development of its immature pupils. There are many who feel that the subject matter of comic books is not an asset to such development.

So two principal questions apply to school use of comic books which did not apply to their use in the Navy:

How will comic books affect permanent reading tastes?

How will comic books affect the characters and personalities of the pupils?

This first question is less serious today than it has been in times not long past. It is a generally accepted principle of education to take the pupils where they are and go on from that point. Many, indeed most, of the pupils are at the comic book level of reading taste at the outset of the intermediate grades. It would appear consistent with general educational philosophy, therefore, to accept this fact and utilize the comic book intelligently to help the pupil's progress beyond this stage of taste.

The second question is more difficult. Comic books are the "penny dreadfuls" of this generation, just as the "Tarzans" and "Jesse James's" served for the last, and the romantic novel itself "misled" the manners and morals of school children of an earlier day. So when the teacher confiscates a smuggled copy of "Superman," she is following a long tradition of classroom censorship.

But how sound is this tradition? How much of it is unrealistic in terms of children's growth stages? What is the parallel between children's unsupervised play activities and their somewhat lurid reading tastes? There is a considerable and growing body of psychological opinion which points to the desirability of relaxing this kind of censorship. Actually, moreover, since classroom censorship does not carry over into out-of-school activities, the effect of exerting it is merely to stimulate the child's desire to read such materials without removing his opportunity to do so. Acceptance of this medium of "literature" by the teacher provides an opportunity for guidance that is lacking when such acceptance is withheld.

If the teacher finds neither of these questions a bar to the use of comic books in reading instruction, there is a further problem. What appropriate comic books are available? At the present time there are none, or nearly none. However, some publishers of comic books are studying the problem with a view to making such books available. Experimental editions have already been published.

To be useful in classroom instruction, the comic book must be adapted to the purpose. The fields for such adaptation are many. They include careful vocabulary control, now completely lacking; increased accuracy of fact, now frequently slipshod; improved quality of illustration and printing, now too frequently poor; greater care as to *colloquially* correct speech, now frequently vulgar in the grammatical sense; and more logically-coherent plots, now frequently lax and loosely thought out.

The adaptation, however, must not extend to the type of plot. This must remain imaginative and even sensational if the strong motivation of the comic book is to be retained. The weird, the improbable, and the violent are the essence of this motivation. The weird should be made logical within its field of weirdness, and the violence must not be unmoral. But beyond this point plot adaptation should not go. Attempts to build comic books about true stories merely result in a search for such stories which are themselves sufficiently violent to sustain interest.

Suppose that a comic book series built upon these principles were presently available. What would it be like?

In appearance, size, and plot it would resemble the better-quality publications to be found at the corner drug store . . Its forty-eight (or sixty-four) pages would be printed in full color. Each page would carry several panels telling the story progressively in sequence from left to right and from top to bottom. The book would contain eight or more stories having different plots, each of them short enough to be handled as a unit in

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the classroom. As at present, the story would be told largely in dialogue, the words of the characters being printed in "balloons." The plot would concern men from other planets, gangsters and detectives, boys performing impossible feats of daring, or other conventional comic book type story material.

In execution, however, the book would differ markedly from any to be found on the market today. Each book would be graded in vocabulary to key to the reading vocabulary of a specific grade level. This grading would be sufficiently flexible to allow considerable vocabulary growth, the directions of such growth being predetermined. The plots themselves would be graded from the obvious to the subtle, depending upon the grade level. At earlier grade levels the pictures would carry much of the load of meaning. At later grade levels there would be more reading matter in relation to pictures and the reading matter would carry an increasingly heavy burden of the narrative. Moreover, the type of plot would mature and contain more educationally-useful by-products. Mechanically the books would be better planned, both as to color register and print. Dialogue would not be hand-lettered in capitals as at present, but would be set in type. Art would be of first-rate quality. Accuracy in detail would be thoroughgoing.

Such comic books would not take the place of any type of reading material now in use in the classroom. Rather, they would supplement present reading material, bringing into the classroom with them a breath of vital motivation. They would be read rapidly, under supervision, and in an atmosphere of discussion.

As the Navy's experience indicates, comic books in the classroom are not a universal nostrum. But the proper type of comic book, used skillfully for limited purposes, can freshen and inspire interest in reading for meaning as no conventional type of reading material can do.

ATTENDANCE 88 PERCENT

MINA WANGER

"NEW YORK CITY Board of Education would secure an additional $1,000,000 in state aid annually, provided there was an increase of just 1% in the average attendance of its school population."

This startling statistical announcement furnished serious food for thought among various groups of interested citizens.

A compulsory education law, more money already spent for instruction in the United States than in any other country of the world, the most attractive books and educational equipment obtainable; all school learning crowded into five short hours per day during not more than half of the days in any one year . . . and at that, John and Mary Public absented themselves from school so frequently during the year 1944-45 that the State Department at Albany issued this challenge.

A phone call to several of the local schools revealed that 88% attendance was normal today. To visualize twelve out of every one-hundred children of school age deprived daily of the influence of the very people—the teachers—who were trained to guide them most effectively was appalling.

Consequently, I interviewed some children, their parents, a few released service men, teachers, social workers, recreation attendants, counselors . . . none of whom, unfortunately, wanted to assume real responsibility. They seemed to feel that the problem was too all-inclusive and hopelessly entangled.

As the freckled-faced boy put it, "Anybody who goes to school when they don't have to is just plain dopey."

Meanwhile, from one to twelve million dollars awaited assignment to the local school system. Absenteeism with its menacing aftermath, youthful delinquency, mounted at a terrifying rate.

A visit to several department stores, moving picture houses and restaurants revealed that many children, with and more often without parents, frequented these places during the school day.

"Schools are so different today from the time when I was a child," remarked one mother. "The children advance to the next grade whether or not they attend or know their lessons. A neighbor will bring John his homework."

"You have to learn to read, write and count—and I mean be able to do them well—when you are young. There just isn't any place later on to learn these. Industry and college can prepare you for a trade or a profession, but only after you know your fundamentals. When I was a kid they just pushed me through the grades. I guess the teachers wanted to get rid of me," volunteered a 22-year-old ex-marine.

"At the time I began going to school, we brought orange crates from the corner store, cut up books and pasted pictures. I wanted to learn to read, but the teacher told us that we must learn to live together first. I didn't like those

things and began quickly to play 'hookey'. Consequently, I left school as soon as I was able to get a job. I'm ashamed to go back to school to let them find out how stupid I am," explained a seaman third class.

Many communities today advocate a single salary schedule for school employees.

Industry and professions such as medicine, law and the ministry set educational standards for entrance to their fields. However, success and advancements depend on outstanding achievements of individuals—their efficiency. A single salary schedule is unknown to them.

A revolutionary—but none the less a possible solution for our distressing educational problem might lie in this suggestion:

Especially good instructors never have received monetary rewards in keeping with the splendid services which they rendered. Repay special interest, initiative and effort with additional salary.

Give to those teachers who secure more regular attendance among the pupils entrusted to their care an additional 10% salary boost.

Reward again those who have the ability to train pupils to practice desirable habits of good citizenship.

Skill achieved in the mastery of so-called tool subjects also should receive recognition.

Consequently, John and Mary Public can become greater social assets to their communities and would have better foundations for their own future efficiency.

As more of those twelve-million dollars at Albany became allocated for education, less tax money would be required for delinquency.

Gradually teaching would be better respected and classified as a truly great profession.

IMPROVING THE STATUS OF THE NEGRO TEACHER

GURNEY E. NELSON
Dean, Benedict College
Columbia, South Carolina

IN MOST southern states, where separate school systems are maintained for Negroes and whites, there are innumerable problems which are not characteristic of states which have the single type school system. That these problems are difficult, and in many instances most baffling, is evidenced by the immense amount of time, money, and thought put into their solution. The most significant of these problems which the dual-system states encounter are:

First, equalization of salaries of Negro and white teachers. In some southern states the salary differential between the two groups is almost 40%.

Second, academic training on the graduate level. Not one of the so-called southern states has provided within its borders graduate training for Negroes comparable to that offered to whites at the State University. In many areas there are no courses offered at all for Negroes.

Third, transportation. Some states have absolutely no transportation facilities for Negro students. In other states only a fraction of 1% of the money spent for transportation is spent for the transportation of Negro children.

Fourth, housing. In the matter of buildings and equipment it is invariably found that there are wide inequalities in the provisions made for Negroes and whites. These inequalities show themselves not alone in the quantities of materials and number of buildings furnished but also in the quality and durability of their construction.

Indeed, there are many other school problems which are peculiarly characteristic of the southern states, but none seems to give quite as much concern as the ones just mentioned.

Although these problems are intensely important, yet it seems that they have been allowed to overshadow the fundamental purpose for which the schools have been established. It is generally agreed that schools are established and maintained for the purpose of assisting in the development of personality and in the enrichment of individual and group living. The realization of this purpose presupposes, first of all, a teacher who is trained in the fundamentals of education and imbued with a desire to further the educational process in terms of the American concept of the democratic ideal.

Of the problems just named, the principal one which has confronted teachers, legislators, and state departments of education during the last ten years and the one with which this paper is specifically concerned is: the equalization of pay among white and Negro teachers. Various methods of solving this problem have been suggested and tried by different states. Not only has a solution been effected in some states, but the solution has been made to the satisfaction of all parties concerned. In other states such barriers have been set up that a successful and satisfactory solution is not only difficult but well

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nigh impossible. In most states little progress has been made because: (1) the minority group has had few spokesmen to carry forward its battle: (2) teachers have failed to press their claim because of intimidation, and (3) teacher organizations of the minority group have been dominated by persons who represent the will of state departments of education rather than the will of teachers. In many instances state departments of education take the position that the easiest way out of the dilemma is to maintain the status quo. In some cases, however, external pressure groups have fought through the courts relentlessly for equalization of teachers' salaries.

Possibly the pressure group which has been most active in the salary equalization fight is the National Association for the Advancement of Colored People. Its method of attack is through the federal courts, and its success is attested by the number of cases it has won. Of the thirty-three salary cases handled by this organization only five have been lost. A fight by the N.A.A.C.P. is not always a simple matter inasmuch as some teacher must serve as a client, and, of course, it is difficult to find a teacher who will serve in this capacity, because he thinks that to do so will probably mean the loss of his position. Besides, he fears that he may be marked as a bad fellow if he migrates to another state to enter upon his profession. There is still another difficulty to be encountered, namely, the framework of some school systems is such that a single court action is insufficient for effecting equalization throughout the entire state.

Of the states in which teachers have resorted to legal procedure, a few are worthy of mention. One of the first states in which teachers employed court action was Maryland. This court action did not equalize salaries throughout the entire state,[1] but merely settled the matter in one locality. Court action was also resorted to in Florida, Kentucky, Virginia, Tennessee, Louisiana, Georgia, Arkansas, Missouri, Texas, South Carolina, and Illinois.

Teachers in North Carolina and in West Virginia did not resort to the distasteful and expensive method of court action in effecting equalization of salaries, but rather came to an amicable agreement through a cooperative understanding of white and colored educational leaders. As a contrast between the method of attack by court action and the method of attack through mutual understanding, it might be interesting to review the procedure used in North Carolina.

As far back as 1927, leaders in education in North Carolina began serious study on vital problems concerning Negro education in that state. On November twenty-third of that year President S. G. Atkins, of Winston Salem Teachers College and Mr. N. C. Newbold, of the State Department of Public Instruction made addresses to the North Carolina Negro Teachers Association on these problems. As a result, a committee of twenty-five from the North Carolina Negro Teachers Association was appointed to study problems involved in: (a) teachers' salaries, (b) length of school term, and (c) buildings and equipment. This committee made its report to the Governor in 1929. The Governor appointed still another committee from the North Carolina Teachers Association along with a representative of the State Department of Education to study the state's program of Negro education and report its findings and recommendations.[2] The report of this committee to the Governor on March 9, 1934 setting forth a detailed statement of the problems of Negro education was a significant advance in the struggle for salary equalization, for it was this report that led Governor Ehrinhaus to appoint "a committee of fourteen members, five from the North Carolina Teachers Association, three from the State Department of Public Instruction, two from the North Carolina Commission on Interracial Cooperation, two from the North Carolina Conference for social service, and two from the North Carolina Education Association (white), to meet in his office June 30, 1934, for the purpose of appointing a commission for the study of problems in Negro education in North Carolina."[3] The meeting of this latter committee with the Governor marked the appointment of the famous "Commission of 100" from every walk of life for the study of educational problems affecting the Negroes of North Carolina. The final statement and recommendations of the Governor's Commission asserted that:

> "We believe in the principle of equal pay for equal service. In order to put this principle into effect in North Carolina, we recommend the following:
>
> 1. That the differentials in teachers' salaries between white and Negro teachers, now in existence in North Carolina, be reduced approximately 50 percent in 1935.
>
> 2. That the remaining differentials after 1935 be eliminated as rapidly as possible within a period of three to five years."[4]

That North Carolina was seriously intent upon solving her vital problems relating to Negro Education is evidenced by the fact that

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1 After engaging in four teacher salary court cases extending periodically from 1936 to 1939, Maryland finally equalized teachers' salaries throughout the state in 1941 by an act of the State Legislature.

2 Report of Governor's Commission for the Study of Problems in the Education of Negroes in North Carolina. Publication No. 183 State Superintendent of Public Instruction, Raleigh, N. C., January 30, 1935, p. 8.

3 Op. cit. p. 8.

4 Op. cit. p. 96.

two successive Governors appointed commissions to study school problems of the Negro. The last commission composed exclusively of members of the legislature was authorized by the General Assembly in resolution No. 28, March 10, 1937, and appointed by Governor Clyde R. Hoey. One of the important recommendations of this committee was: "That the legislature of 1939 provide appropriations sufficient to reduce the differential between salaries of Negro teachers and the standard salary scale of the state at least twenty-five per cent."[5]

While the Governor's commission was studying the problems of Negro Education, the committee on legislation from the Negro Teachers Association appeared before this commission periodically, urging more money for Negro education and the lessening and final elimination of the differential in the salaries of Negro and white teachers. Their arguments at all times were based on scientific and humane grounds, and at no time did they resort to threats or to legal action. Before leaving office in January 1945, Governor J. M. Broughton made a dramatic appearance before the State Board of Education and asked that the differential be eliminated even before the time set for it. There are two possible reasons why his plea received favorable hearing at this time, (1) There was a large surplus in the North Carolina treasury, (2) The legislators and the authorities in the matter might have been influenced by the Gaines decision[6] and the decision of Judge Parker in the Norfolk salary case.[7] Nevertheless, the salary equalization problem seems to be satisfactorily solved.

While North Carolina was thinking through and dealing with her school problems pertaining to the Negro, her sister state just across the border to the south was slowly moving along at her same old nineteenth century pace, apparently unaware of the rapidly shaping issues. As late as 1944 many school buildings in South Carolina were delapidated and miserably equipped, while teachers were working for a yearly salary of less than seventy-five cents a day. After the decision of Judge Parker in the Norfolk case in 1940, there came a wave of protest from Negroes throughout the entire South concerning teachers' salaries. Not until this time did South Carolina seem to give any attention to the problem and not until four years later did she make any serious effort to correct it.

In 1942, with a grant from the General Education Board, along with some other funds, South Carolina entered upon a study of her educational problems. It is doubtful that salary equalization was intended to be incorporated within the framework of this study. However, constant pressure upon the State Department of Education and upon the State Legislature warned them that they must take action, and that they must take it quickly, or suffer the embarrassment of court proceedings, the result of which might tax the State treasury beyond its financial capacity. As a result of court action in 1943, Judge J. Waites Waring handed down a decision that Charleston, South Carolina must wipe out the salary differential between white and colored teachers in that city. Upon winning the case in Charleston, the stage was immediately set for a similar case against the Columbia Public Schools, in which the same judge on May 26, 1945 directed the Columbia Schools to equalize teachers' pay. The State Department of Education at this time was working furiously under the able leadership of Mr. J. B. White, Director of Teacher Certification and Dr. W. C. McCall, of the University of South Carolina, to settle the salary problem for the entire state.

The State of South Carolina pursued an entirely different attack upon the teacher-pay problem from that followed in other states. First, she discarded her existent certification in which forty-five or fifty different certificates are issued. These certificates are so scaled that they represent every degree of formal training from high school to the master's degree. Next, she required all of her teachers to take the National Teacher's Examination[8] before being given valid certificates. After translating the score made on each test into percentile ranking, determined in relation to the scores made only by South Carolina teachers who took the test, she then divided the percentiles into four groups. These groups were further divided into classes. Certificates A, B, C, and D were then issued in various groups. This examination is given yearly; however, if out-of-state persons are employed to teach in South Carolina or if local school officials elect a teacher to teach who is not certified, the state will issue that person a one-year permit which will allow him ample time to take the examination. Regardless of race, salaries are paid by the State on the basis of examination scores

5 Report and Recommendations of the commission to study Public Schools and colleges for colored people in North Carolina. State Capitol, Raleigh, North Carolina, October 27, 1938, p. 56.

6 Gaines vs. University Missouri—Dec. 12, 1938, the U. S. Supreme Court handed down its opinion, holding that Lloyd Gaines could not be excluded from the school on the grounds of color and race and further that the States must provide educational facilities within the state boundaries.

7 In this court case Melvin Alston, Norfolk teacher, charged the Norfolk School Board with forcing a discriminatory salary scale for teachers based on race and color. Judge Parker wrote the decision that: "There is an unconstitutional discrimination in the salaries of white and Negro teachers . . . that Negro teachers, if employed, are entitled to have compensation fixed without discrimination on account of race."

8 The teacher assumes no financial obligation in taking the N.T.E. The examination is paid for by the state. If, however, a teacher desires to make a better score by taking the examination a second time, he is charged a fee of $3.50.

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plus some other factors such as training and length of experience. However, the dominant factor in salary determination is the examination score. In all respects, with the possible exception of two, the solution is apparently satisfactory. These possible exceptions are: (1) that teachers are paid an additional increment for holding the master's degree, whereas, no provision is made by the state for Negro teachers to acquire such training; (2) many of the colored teachers feel that with the meager facilities for elementary and higher training which have been furnished them by the state, they should not be required to enter upon an examination of national scope on equal footing with teachers who have been provided far greater advantages.

The South Carolina method, just as the methods in other states, may be a solution to the problem of equal salaries; but as has been previously mentioned, there are many other problems such as housing, transportation, and the production of a better type of teacher, which appear to be more vital than that of equal salaries. Salary is indeed important, but these other problems strike at the very roots of the fundamental purpose for which the school is established and maintained. The whole educational process is directed toward the development of the type of individual in which America feels it will be safe to entrust her ideals and her institutions. After a person has accumulated 120 credits or after he has taken an examination and his pay has been determined in terms of percentile ranking, you still have the same old teacher—no better, no worse. The examination merely guarantees, on the basis of correct responses, more democratic treatment of what you already have. It is true that some states require prospective teachers to pursue specific combinations of courses in different certificate areas; other states require a uniformity of the colleges in their offerings for prospective teachers, but colleges vary so greatly in their facilities for training and in the value which they attach to 120 credits that there is little likelihood of getting the best teaching product by the hour-credit method. The important question which all the states must face and settle is: What, in addition to furnishing the best physical environment, can I do and what must I do to produce the type of teacher that is thoroughly prepared to guide and direct the activities of those individuals who must make up the America of tomorrow?

ACROSS THE OFFICE DESK

Mrs. Smith Drops In

JAMES N. EMERY

MRS. SMITH is out in the corridor talking to Miss McAndrew, who has the fourth grade room down at the end of the corridor. The subject of discussion is the individual case of Robert Smith, who sits in the second row, center aisle.

Miss McAndrew has rather welcomed the opportunity to get in touch with Mrs. Smith. She has been trying to get Robert's mother to come up to school for more than two months. There are some matters which will bear discussion, matters on which they could well co-operate—Robert's apparent lack of interest in his work, occasional outbursts of freshness or even defiance, and the little incident of his throwing away some low-ranked papers that Miss McAndrew had sent home for the parents' inspection and signature. They have pretty nearly reached an understanding in respect to Robert.

But Mrs. Smith came just as Miss McAndrew had started an arithmetic session. The class has been sitting with books outspread on the desks and a partially explained problem on the blackboard. Mrs. Smith has still lingered in the hallway, and so far shows no inclination to leave. Miss McAndrew notes with some apprehension that it has been 45 minutes since her visitor tapped on the glass panel of her classroom door. The class, left to its own devices, has long since passed the restless stage. They are audibly talking or even just short of yelling—that penetrating, hissing falsetto whisper—even getting up, darting around the aisle and scuffling. The room is gradually becoming a minor bedlam. And yet Mrs. Smith shows no signs of taking her departure.

Something has been accomplished, more or less, about Robert. At least to that extent the visit has been worth while. But Robert is exactly one-thirty-fifth of that roomful of fourth graders. The other 34 are getting out of hand. And Mrs. Smith has sliced three-quarters of an hour from the teacher's schedule of work that should be accomplished for the day.

Miss McAndrew hesitates to terminate the interview. Mrs. Smith has quite a bit of influence here and there, carries weight down at City Hall and among the Parent-Teacher group. But that class by this time is getting turbulent.

It isn't an easy thing to lay down a hard and fast rule in a case of this sort. Miss McAndrew undoubtedly ought, and in this case

she very soon must, remind the mother that she is expected to keep to a schedule of work, and that her class is waiting for her. She can't tactfully ask her to sit down and visit the room if she wishes, or come to the building after classroom hours and talk over Robert at leisure—something that neither want to do. For Mrs. Smith feels that she has gotten things out of her system that she intended—she's gone up there and told that teacher what was what. And Miss McAndrew feels that she has analyzed and described Robert about enough for one day.

Of course the ideal thing in the first place would have been for Mrs. Smith to come to the building at 3:30 and sit down for an unhurried and uninterrupted conference with Miss McAndrew where they could have gotten to the point at once—and where the teacher wouldn't have to stop every few minutes to step inside the door and quiet the room. After all, these corridor conferences lack dignity and privacy. Every youngster in the room knows that Robert's mother has come up because of Robert's misbehavior.

But Miss McAndrew, for all her capabilities as a teacher, is one of the sort that put on their street clothes the moment the dismissal bell rings, and head for home on the first bus. Other parents have tried vainly to find her at 3:35—and Mrs. Smith knew that at least she could find her in the classroom when school is in session.

This conference is both desirable and perhaps necessary—but it is held at the cost to the other members of the class, at least, of a lost lesson in arithmetic and let-down in classroom discipline that will take a long time to get back.

At any rate, it is Miss McAndrew's duty to terminate this interview, tactfully and pleasantly if possible, but decisively, with the reminder, if necessary, that she must resume her classroom work. Parents should be welcomed and encouraged to visit the school whenever they so desire and become acquainted—but to *visit*, not interfere with or postpone the work of the classes. It is safe to say that a conference of this type during class hours should not exceed five minutes at the most. There should be other times, outside of class hours, for administrative conferences.

Mrs. Smith happens to have an older boy in his junior year at the State university. Would Mrs. Smith keep Prof. Jorgenson forty-five minutes from his lecture in Economics A while the class waited impatiently for the appearance of the instructor, as she discussed why William, Junior, couldn't seem to grasp the principles of that course?

She probably wouldn't have had the chance. Aside from her standing in a certain amount of awe of the college faculty, she would have been politely but firmly requested to call on Prof. Jorgenson at his office at a stated time for any such personal conference—and no interference with his classroom schedule would have been tolerated or even considered.

Yet there is very little difference, if any, in the cases. Robert's attitude toward his classroom work is just as important as that of the older brother—and it may shock some of us if we assert that Miss McAndrew's elementary school arithmetic is just as important in the scheme of education as Prof. Jorgenson's lecture on the law of diminishing returns. It is mainly that custom has afforded a measure of respect to so-called higher education that it has not granted to the elementary school.

The matter of the visiting parent is one that requires tact, courtesy, judgment and common sense—on the part of both parties to the conference. It should be approached with due realization of its importance.

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XUM

SOVIET 'EXAMS' ARE FRONT PAGE NEWS

IVAN D. LONDON
Philadelphia, Pennsylvania

IT WAS several months ago while I was still in the army sweating out my discharge that I received an old copy of Pravda from a friend of mine. Not having much of consequence to do one evening, I decided to see what the Russians had to say about things back in May 1945. I could hardly give credence to what my eyes read for me. There as the lead article on the front page of the greatest newspaper in all Russia was, of all things, a dissertation or editorial, if you will, on Soviet schools and education! I whipped out my little dictionary to make sure I got everything right. I found the article so astonishing that I soon made up my mind that some day I was going to translate and pass it on as a challenge to all of us.

I, therefore, submit this free translation not only for its intrinsic interest, but also for the challenge it offers us. It shows a people whose almost every word, even when concerned with the prosaic details of education, breathes, however naively, faith and confidence in their future.

America and its love for the democratic way of life can and must awaken in itself some of that passionate sense of dedication and direction that characterizes the Soviets. If my years in the army have taught me anything, it is that our faith in our own American future needs a recrudescence and fundamental bucking up. This is the truth, and the truth needs strong saying.

Examinations Have Begun In the Secondary Schools!

Today in Soviet Schools the examinations have begun—for promotion and for graduation. They will take place in the midst of that great enthusiasm which now holds sway in every tiny corner of the Soviet land and among its people. In unison with the whole Soviet people millions of pupils and their teachers have been seized with that extraordinary enthusiasm and patriotic pride, born of the historical victory of our fatherland over Hitlerite Germany. Valiant warriors, our Soviet soldiers, who have raised the flag of victory over Berlin and compelled the enemy to submit in unconditional surrender,—*they* are the heroes and rulers of our youth's imagination. To them how splendid and thrilling is life, lighted in the sun of victory!

"A broad straight road lies before me," wrote Berezhova, a new graduate, in her composition. "Wherever I may be toiling, whatever I may be doing, all my thoughts and deeds shall be directed toward one end—honorably to serve the fatherland. I want my fatherland to have an agriculture the most developed, an industry the best, a culture the highest in the world. We *will* revive an amazing country on Stalingrad's ruins and Smolensk's ashes!"

Well and neatly said! This—the thoughts of our Soviet boys and girls, who are now entering into life. Splendid is their tomorrow, secured by the great exploits of the Red Army and the Soviet Fatherland! It is mainly for the sake of this tomorrow that our schools ought to provide our young generation with faultless and solid schooling and to graduate young people, capable of coping with the new and imposing tasks, which stand before our socialistic fatherland. The higher schools have a right to expect well-prepared re-enforcements, who have a solid foundation of basic learning, who are able to dig things out of books for themselves, and who will distinguish themselves by those great moral qualities expected of Soviet patriots.

The Fatherland demands of its sons and daughters that they be a literate, cultured, and educated people. In spite of the war, which demanded the greatest mobilization of effort and the total strength of our country, party, and government, even comrade Stalin felt called upon to devote much attention to the schools and instructions. During the days of the war a serious reorganization of the schools took place, directed toward the increase of the quality of instruction and endeavor. In accordance with last year's decision of the government, for the first time in Soviet schools examinations were held in the graduating classes—the fourth, seventh, and tenth. Tenth graders, who pass the examinations receive a diploma (certificate of maturity), and the especially distinguished, gold and silver medals. In the remaining—the fifth, sixth, eighth, and ninth grades tests for promotion take place as before. The examination is the great event in the life of the Soviet school. In this way the government checks on how the organs of national education are carrying out the reform of the secondary school.

Preparation for the examinations has been completed. It began with a review of what had been studied. Even several months ago pupils were familiarized with the scope of the examination papers. This gave each pupil the opportunity more closely to gauge the demands which were made of him and again and again to check on himself. Pupils and teachers have expended many hours of directed activity toward preparation for these examinations. Not a few diffi-

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culties had to be overcome. The chief one of them—the neglect of schooling by so many pupils during the years of the war. It was necessary to make up for that which was missed by stepping up the pace of instruction.

In those schools, where in the course of the whole year there took place a thoroughgoing systematic review of that which was studied, nothing surprising and unexpected will pop up in the examinations. The examinations will be notable for their high degree of exaction on the pupils. Tenth graders, who receive conduct marks lower than 5, will not be admitted to the examinations. Likewise, those who now receive lower than 3 for composition in the Russian language, will not be admitted to any further examinations. These, and others, will leave school simply with a certificate of attendance.

Examinations in the tenth grades are over June 25, in the seventh grades the examinations will last 27 calendar days, and in the fourth —twelve. In the intervals between examinations pupils will have the opportunity once more to check on themselves in order to reaffirm the sureness of their knowledge.

An examination committee was created. The schedules of the examinations as well as the tests themselves were set up and announced. Now our job is calmly and without fuss and excitement to conduct the examinations. Great exaction combined with necessary tact and sensitiveness to the needs of the pupils—this is what the country expects of the examiners. From the pupils she expects composure and confidence, and together with these great application—not with that effort which results in sleepless nights, as the saying goes, but with that proper organization of work and rest such as derives a maximal benefit from each hour of precious time. Much here depends on the family of the pupil: the family ought to create a favorable atmosphere for fruitful preparation for the examinations, ought to know how to help and with what, how to keep aroused a feeling of responsibility for his own learning, and how to support confidence in his own strength.

Our pupils are full of that noble anxiety over the results of the examinations which will take place. This is understandable and natural. However, this anxiety ought not to turn into examination fever. Let our pupils on the eve of the examination think of the swimmer, let him imagine to himself what happens if in mid-stream he suddenly begins to think: "I won't make it! I won't make it any how!" The pupil finds himself in just such a situation, if, having taken the examination paper, he deliberately forgets himself and begins to doubt his mastery of the knowl-

edge he has acquired. It is necessary without harm to oneself calmly and confidently to approach the examinations. Teachers should dispel any nervousness appearing among their pupils and ought by an affable and attentive attitude to banish any fear and tenseness, ought to encourage in the examinees a belief in their own strength. This does not mean in any case, of course, any weakening whatsoever in the exacting character of the requirements as regards subject matter.

A great obligation and task rest on the school Young Communist League. Young Communist Leaguers ought to be examples of propriety, of sure mastery over subject matter, of tactful attitude toward their comrades. Young Communist Leagues ought by an individual approach to each examinee to create a mood of cheerfulness and confidence. It is necessary not to forget that many pupils during the years of the war have suffered grievous and cruel trials. Success of the examinations to a large extent depends on the organs of national education, on the principal of the school, and on the teachers. It is very important during the period of the examinations efficiently to control each school and render assistance to the weak; during the course of the examinations actively and without delay to correct mistakes and erroneous ideas; to provide objectivity and a well-principled approach to the examinees. Furthermore, it is important profoundly to study the lessons the examinations afford, to take stock of them, and in the following year thereby to profit.

▼

The examinations have begun! We wish to both pupils and teachers complete success!

ANTHROPOLOGY MAY BE AN ANSWER

G. DEARBORN SPINDLER
University of Wisconsin
Madison

WE ARE living in an age that is full of conflict; between nations, ideologies, and individuals. It is a conflict that stems in part from the knowledge that we have now arrived at the place where all men can think, live, and hope in freedom, happiness, and without want, but that somehow we are falling miserably short of that enviable condition. We know that we no longer need be guided by ignorance and suspicion, that we have the means of producing all that is needed for physical security; yet we find that each one of us is in some measure guided by ignorance and that very few of us have all that we need for real physical security. It is a frustrating condition for mankind to be in.

Somehow we must find the way to bring man's thinking up to date.

Without doubt, the best ready-made means is to be found in our educational system. As our system of education stands today, it is dangerously defective in its function of teaching a way of thinking that is commensurate with the conflict that tears every culture and every individual. We must search for ways to make education more effective. If we fail, we fail for good.

It would be egotisic and foolish for me, a student and teacher, to suggest a comprehensive basis for remodeling our educational system. But I do have one suggestion that seems sound, not only to myself, but to others who have considered the matter.

One of the more glaring defects of our system as it now stands is its failure to furnish the student with a long range perspective of man's physical and cultural evolution, thus giving the individual a capacity for understanding present maladjustments; its failure to eliminate racial prejudice and mutual antagonisms between groups of people, ethnic, religious, or political; its failure to provide a logical transition from the natural sciences to the social sciences, a failure that results in the student leaving school convinced that there is no relationship between the two.

To correct these most obvious defects we will need to approach the problem from many different angles. Each subject, each department will have to be examined critically.

One specific and definite improvement that could be made in all levels, is the inclusion in the curriculum of Anthropology, the "Science and Study of Man," as it is classically and almost meaninglessly defined. Anthropology is usually regarded as a subject fit for the consumption of only a few rather esoteric individuals on the college or graduate level, but nothing could be further from the truth.

Anthropology furnishes the frame of reference for a broad study of man's physical origin and development; the growth and spread of culture, through the most simple and primitive society to the present-day complex and difficult - to - understand cultures; the operation of forces, material and intellectual, that make our world what it is. It furnishes it in a way that the classical and highly

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departmentalized subjects of history, sociology, political science, and "civics" cannot hope to emulate with their present structure, though it goes without saying that they all furnish contributions that are highly necessary.

Anthropology, or the study of man in the broad perspective, cuts across all subject-matter lines. It looks at man as not only a physical, biological animal, but as a socialized, "civilized" human. It gives the student an understanding of what he is, and how he got that way.

Anthropology teaches the student that all the races of mankind went through the same general history of development, that no one race, or group, is superior to another, thus decreasing the destructive forces of racial prejudice and group against group intolerance.

Anthropology serves as a bridge between the islands of natural science and social science, for it deals not only with the biological man, but the social man.

The subject matter of anthropology is fascinating to the average student. I have proven that to my satisfaction by teaching a "short course" in it as an addition to the regular year of biology offered in high school at Park Falls, Wisconsin and through experience gained as an assistant instructor in introductory anthropology at the University of Wisconsin. The students were eager for more, and in that respect they are like nearly everyone, in or out of school. People are interested in their long-term history as human beings. They want to know what their cave-man ancestors looked like, how, and if, we are related to the apes, where the great races of the world originated and how they migrated to where they are. With that original interest it is not difficult to bring the thinking of the student up to the present and view man and his social interaction in the same objective and unprejudiced way that we viewed his ancestors. I feel sure that in some measure at least, each one of my students has been made more capable of thinking in a way commensurate with our modern problems.

This suggestion may merit your serious consideration.* It has as its aim a most idealistic approach to the problems of our world today, the instilling of the basic attitudes and knowledge that make a young person graduating from our American educational system capable of thinking clearly and with insight in a world that must have clear thinkers in order to survive.

* Classroom materials for use in elementary Anthropology courses are at present sadly lacking. However, some school systems have already taken steps to include it in their curriculum, though often it is not known by its official name of Anthropology. Miss Ethel J. Alpenfels of the Bureau of Intercultural Information (1697 Broadway, N.Y.) has probably done more work in this line than anyone else in this country and specific references to material now available can be furnished upon request.

XUM

A PLEA FOR TOMMY

LINDLY C. BAXTER
Principal, Mine Hill Township School
Dover, New Jersey

IT WAS the end of another month. The school house doors swung out to emit a crowd of shouting, laughing children. Each one carried the inevitable report card.

"Hey, Tommy, let's see your report card."

Tommy hurried along, rough housing with a few of his friends, and trying hard to appear indifferent and not to hear the words of his classmates.

"Hey, Tommy, whadja get in arithmetic?"

"I'll bet he failed everything; he's the dumbest kid in our room."

And so the barbs of ridicule flew, each one going deeper and deeper into Tommy's sensitive heart. Each time he took home his report card he ran this gantlet.

There are literally thousands of Tommies in America. They face the ridicule of their friends, the scoldings of their parents and, worst of all, their own sense of inferiority. It is these boys and girls who need the kindness of a sympathetic teacher. They need relief from the publicity of the monthly report card and from the competition with those more capable to do school work than they.

Yet these same boys and girls need, and have the right, to every advantage of education they are capable of absorbing. Many times these boys and girls grow up to prove themselves more capable of supporting themselves and their dependents than those we consider more fortunate. The fallacy in our reasoning lies in our belief that those capable of doing school work well are, for some magical reason, superior to others.

Is it any wonder that Tommy is a behavior problem? It is his only claim to eminence among his fellows. An attitude of bravado, of disregard for authority, is his "open sesame" to the good graces of his friends. But don't think for one minute that those report cards don't leave their mark upon his sensitive little being. He knows full well that he can't compete with the others in the mazes of the printed page.

"I don't see, Tommy, why you can't do better school work. This report card is a disgrace. Why can't you do the kind of school work your sister does?"

"Tommy Jones, you have missed five of the twelve words in your spelling lesson and you only got 56% on your arithmetic test. You just don't apply yourself. Now Charles Brown has all the words right today. I am sure you could too if you tried."

Yes, he knows too well the meaning of failure. He ought to; he's been through the ordeal enough. In fact, what chance has he had to succeed? Every human being can do something well, provided of course he is not handicapped physically or by feeble mindedness; so can Tommy if he but has the chance. He did a wonderful job of constructing a model airplane down in the basement of his home where he often "fooled around" with some of his father's tools. He managed to make out the directions printed on the plans. Some of the words were pretty hard, but he made out their meaning down there where he was by himself and where their meaning really meant something to him. He even used a ruler to measure some spaces and the "inches" they talked about in class suddenly made some sense to Tommy. However, mother thought the airplane glue smelled awful and dad couldn't find his ruler and ordered Tommy to take the trash out of the cellar. He couldn't take his airplane to school, for you only studied books there, and so he carried it out to the garage and hung it high upon a nail.

You see, Tommy really is no "Dumb Bell." He is just a human being much misunderstood. Misunderstood because we are so bound by school tradition that we think that education and intelligence and high marks and culture and all the rest of the high sounding words and phrases have some magic spell that makes those who are capable of assimilating book knowledge superior beings.

You see I am pleading for all the Tommies everywhere. Let's give them the opportunities that are rightfully theirs. Let's lay aside our prejudices and accept the fact that these boys and girls, who are just under normal intelligence, according to our so called intelligence tests may be superior in other than book fields. Not only should we lay aside this prejudice in elementary schools but in our high schools as well. Let us face the fact that college preparation is for those students who wish to go to college and that a boy or girl who does not wish to go to college has just as good a right to the kind of training suitable to his ability.

Now first of all, Tommy and his friends are entitled to a teacher trained in psychology and mental hygiene to know and understand him. Yes, and one who wants to understand him. This teacher should be sympathetic with his difficulties, earnest in her efforts in his behalf and should above all possess a sense of humor and a pleasing personality.

Some would propose that Tommy should enter a special class. This

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would defeat our purpose and segregate him all the more. No, Tommy belongs in a regular class, but one small enough to insure individual help to him and those who need it.

One of the greatest stumbling blocks to Tommy's feeling of security is the stigma of the monthly report card. I wonder why we continue to preserve this archaic symbol of the past. Could it be that is the easiest way and we wish to avoid too much exertion? Let's throw Tommy's report card away. It only makes odious comparisons and when the truth is known it doesn't tell the truth about Tommy. It doesn't tell the truth about any one. Let's write Tommy's parents a letter instead. A friendly letter filled with the evidence of accomplishments of Tommy and dwelling very, very briefly on his inferior work.

Before much can be accomplished, the administration of the school which Tommy attends must also be sympathetic to his cause. It must provide Tommy's teacher with a freedom in which she can work out his salvation. It must relieve her from the pressure of inflexible courses of study and be ready to accept the unusual in the classroom so long as it gets results with Tommy.

Tommy will soon be a responsible citizen of the world. He must be taught how to get along with his fellow men. He must learn how to meet the exigencies of life with satisfaction and happiness to himself and his dependents. In this he is no different from his more able fellows. If we fail to prepare him for his place in society, we fail as surely and as completely as though he were the most capable student in the class. During the war if Tommy had been old enough, we would have spared no effort to train him for a place in the armed forces. He, too, would have taken his place with credit to himself and his country. Now that victory has been obtained, can we afford to neglect Tommy's training for the peace that lies ahead?

School boards have a responsibility to Tommy too. Every facility should be provided so that Tommy may have an opportunity to develop his own type of latent ability. That means schools must be so constructed and equipped as to provide this broader and more effective education.

All of this costs money. But let us ask ourselves, which is more worth while—money or Tommy? What good is money without Tommy? Especially as we look ahead to a world dominated by the atomic bomb and realize that the only thing that seperates us from utter destruction and the unfathomed mysteries of an atomic world of science, is the kind of Tommies we produce, we must realize that education must meet its part of the challenge and play its part superbly for Tommy's cause.

XUM

I AM THINKING

GLADYS SHERMAN BAKER
Public Schools
Oakland, California

I AM thinking . . . words, phrases . . . I am visualizing the output of these thoughts . . . writing them down, before they crowd into an abyss of good intentions, or drop into a pool of silent reflections. BUT, I AM THINKING.

Who am I? I could be a bookkeeper, a stenographer, a clerk, a teacher, a seamstress, a milliner, a secretary, a domestic servant, a librarian, a civil service employee, a hotel clerk, a nurse, a woman in the United States armed forces.

I could be a homemaker . . . the wife of a man on strike . . . or the wife of a man who is out of work because some one has decreed that her husband must not pass a picket line. I could be a service man's wife.

Mine are not the pictures that glamorize the tabloid. Mine are not the opinions sought for publication. Mine are not the issues that make the headlines. Mine are not the facts for the radio commentators. In short, mine are not the thoughts that have concerned my countrymen, or the world.

BUT I AM THINKING . . . I am a plain person. Life has been rich and full. I believe that I am no different from all the millions of women, who, like me, have been content to live and let live. Who have gone about their jobs with something of the virtues of Patience. Who have held a helping hand to their fellow man without fanfare or headlines. Who have held their homes, their families, their traditions through a trying and grieving era. Who have sent their sons to the four corners of the earth to fight for FOUR FREEDOMS.

Life for most of us has never been too easy, but we have been heartened by wishful imagining of a better world in which to perform our humble and often fatiguing labors.

I AM THINKING . . . the while our statesmen clown around the bier of War's End . . . one eye on a powerful lobby . . . one eye on votes . . . then return to the hallowed legislative halls of our country and get down to the serious business of "the pot calling the kettle black," as the nation, as the people, cry for Peace . . . simple, just, lasting Peace . . . and for Freedom . . . the Freedom that was promised the world.

I AM THINKING . . . the while labor and capital wrangle. "You can!" "We can't!" "You can!" "We can't!" Like two recalcitrant children presenting, "He hit me first" evidence.

The nation, the people, longing for respite from the anguished futility of war, and forced to endure this grotesque spectacle. Small wonder if we begin to crystalize our thinking . . . to cast about even in our perplexity, for some means of articulation.

The mental processes of the plain people offered to the world something of the unfathomable quality of the Sphinx, as time and time again, imposition claws with bloodthirsty strength at the bulwark of our fastness . . . our enduring quality to remain patient.

I AM THINKING . . . just one individual . . . about the state of affairs in my own country, and, too, about the world horizon which broke with such promise of Freedom to ALL peace loving people, and how it continues to be blackened by the dregs of oppression. I am thinking of a native people whose dream of freedom is being met by cannon. Now! . . . when the war that guaranteed Four Freedoms has been won. Irony is it . . . or greed? Or were the Four Freedoms just a catchy slogan? And who shall be free?

Is the job too big for the statesmen, for the diplomats? Do their intellectual curves reach such heights that they not only have lost contact with, but feeling, sympathy, and UNDERSTANDING of the plain peoples of the world?

Can we, the unorganized majority, continue to be disregarded in favor of powerful organization, suave intrigue? The years of meeting life as it came to us, have unknowingly equipped us with a spirit which once aroused, will no longer remain quiet and utter no protest.

I am thinking . . . one person . . . quite ordinary . . . BUT I HAVE THREE SONS! Can the statesmen and diplomats mold our country, our world, into the environment that I envision that this war for Four Freedoms has made possible for those sons?

I am thinking about labor leadership, rampant for lack of democratic procedure and check . . . about management, its pockets stuffed with cost, plus a handsome percentage, greed, guaranteed by the government . . . about the deterioration of statesmanship. Is it indelicate to remind them that they all have been fed at the public trough?

Justice! I believe so completely in fairness. I loathe with an indescribable loathing the injustices that sent some to death, some to riches, some to dictate, some to acquiesce.

Is it true that we do not know labor's side because communication, posed as management, will not permit labor to use its facili-

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ties? Is it true that management is waiting for a more favorable tax era? Is it true that labor leadership and management have combined in order "to hold the line" together until this more favorable tax becomes effective? I have been told all of these things. What shall I believe?

I am the majority. I am the plain people. For too long I have exchanged valuable wares for tinseled trinkets. I am inexperienced in the highly developed art of evasion, trickery, and selfish interests. I am untrained in the psychology of power through force, threat, intimidation. I am wondering, though, if the world, my country, are not ready for the simplicity of the plain people.

As the power plays are made . . . as the chessmen ride their squares . . . as the cables hum their intrigue . . . as men meet men . . . here, there, everywhere . . . the stakes are high. The pawn is . . . You and I, and all the millions of ordinary people . . .

Our philosophy up to now has been "instinctive and inarticulate." We are being forced to adopt a "reasoned philosophy," free from the implications of involved verbiage and legal wherases . . . a philosophy built upon our faith, our mothers' instincts, our love of Justice.

Could it be that these simple truths, inspiring all plain people, might arouse us to set in motion a crusading avalanche of ideals that dare not be disregarded? Like the unknown quantity of the power of atomic energy, so also, is the unknown power of the ordinary man's ideals, and his quest for justice, once aroused. Let us be done with the pseudo marriage of statesmen and organized minorities. It has become a pestilence.

I am thinking of a picture. A picture of a cemetery on Okinawa, where the white crosses marched into perspective at the beginning, not the end of vision.

I am thinking of another picture. A picture of the ghastly precision of burial at sea.

I am thinking of the eternal doubt of the Missing in Action.

I am thinking of the blind, the maimed, the wounded, the ill.

I am thinking; I am even beginning to hear their frenzied torture, as the mentally sick cry out. A cry which no filibuster, no matter how precisely timed, can drown . . . a cry which no leader, labor or management, no matter how adroit in gag rule, can stifle.

I AM THINKING! "You can fool some of the people all of the time, and all of the people some of the time, but you cannot fool ALL of the people ALL of the time."

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

A February Epidemic

February is the month of epidemics of colds, grippe and flu. Attendance records in the classroom registers drop. Teachers' absences on account of illness mount to a new high. The attendance officers are worked overtime and the school nurses wonder why they ever became school nurses. No sooner does the outbreak of colds subside than mumps, measles and scarlet fever make their appearance in the classrooms. Anything can happen in February, and usually does.

On Wednesday, February 20, 1946 in the schools of Paterson, New Jersey, there occurred the highest per cent of teacher absences on account of illness ever recorded in any public school system. A total of 545 approximating eighty per cent of the 703 teachers in the Paterson schools, were too ill to teach. Eighty per cent of illness in a group of normally healthy people is, of course, epidemic. The Paterson case is unusual, even unique, not only in the high rate of morbidity but also in the rapid recovery of the victims, all of whom were well enough to return to their classrooms on the following day.

Another interesting and peculiar thing about the Paterson epidemic is that there is no authentic report of just what sickness hit the teachers with such virulence. Strange, too, is the fact that the teachers knew a day or two in advance that they were going to be too ill to teach on one day of the school week beginning February eighteenth.

The cause or, as the writer of Topics in the New York Times learnedly says, "the etiology" of this outbreak was the rejection by the Paterson city fathers of the teachers' demand for a $400 cost of living bonus. The teachers' demand was just. Many of the friends of the teachers in Paterson and elsewhere question the advisability of the method used by the Paterson teachers to enforce the demand.

The action of the Paterson teachers is a symptom of the unrest prevailing among the public school teachers throughout the nation. It is doubtful whether the Paterson incident was in any way helpful to the cause of better salaries for teachers in Paterson or anywhere else. But teachers see a rise in pay for practically all employees everywhere except teachers. Worry decreases the efficiency of any worker. Worry among teachers is bad because its effect is passed on to the pupils. Whether teachers leave the teaching profession because of low salaries, as many are doing, or continue to teach despite their economic worries and their feeling of resentment, it is the children whose welfare suffers.

There is a school crisis. Unless something is done to provide a contented and enthusiastic teaching personnel the school crisis will become a national crisis.

Lack of money is not a cause of the school crisis. This nation has plenty of resources.

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The News Digest

OF EDUCATION IN ACTION

U. S. to Continue School Lunch Aid

WASHINGTON.—Senate and House have agreed that the United States should dig down to help pay for school kids' lunches—but there was a $65,000,000 difference of opinion.

The House voted for an annual $50,000,000 contribution toward the program which benefits 30,000,000 school children.

The Senate more than doubled the offer by boosting it to $115,000,000 and sending the legislation back to the House.

Now it is up to a joint Committee to work out a compromise on some in-between figure and other divergent provisions. This may take some time, for the Senate rewrote the measure extensively.

Hungary Teaching Peace and Democracy

BUDAPEST.—Hungary is setting an excellent example in the revision of its schoolbooks. Comparison of the new books with the old ones shows that the Government is making an earnest and sincere effort to infuse the nation with democracy, a peaceful spirit, and international ideals.

Militarism has been almost completely eliminated, as shown in the new editions of the primers, where bombers are replaced by commercial planes.

Irredentism has also gone and no longer are Hungarian children taught to identify the whole Carpathian Basin with their red, white, and green flag; on the contrary, they are told their banners are an emblem of peace and freedom for all people and an inspiration for service.

Patriotism is no longer presented as consecration of the task of recovering lost lands but as the duty to glorify the highest Hungarian ideals.

From 1,100 textbooks which state schools used in 1944, 600 have been discarded and 250 partially rewritten, while 250 remain intact. Twenty-six entirely new books have been published. It was planned to put out many more by this time, but lack of paper retarded the work.

Would Improve Program For Doctors of Philosophy

WASHINGTON. D. C.—Revision of the program leading to the Doctor of Philosophy degree and extensive modification of the American graduate schools to provide better facilities for students doing advanced work are recommended in a study prepared by the Commission on Teacher Education of the American Council on Education.

That the advanced graduate program is weak in American higher educational institutions is indicated in the comprehensive 204-page report by Dr. Ernest V. Hollis, senior specialist in the United States Office of Education, who conducted the study. Too many universities that have not the necessary facilities now offer advanced work, it was found. The suggestion is made that institutions unable to provide adequate research or laboratory facilities discontinue graduate studies.

Entitled "Toward Improving Ph. D. Programs," the study outlines ways in which graduate work can be strengthened. Too much attention is now paid to petty details and not enough to the development of human values in the individual, Dr. Hollis says.

"Graduate schools are now producing too many narrow specialists, whose education consists in a little more than the technical preparation and trade skills required for immediate adjustment to a job," the report asserts.

Research training, according to Dr. Hollis, seldom qualifies doctoral candidates for rich personal and social living within the framework of their jobs.

Stressing the importance of the Ph. D. dissertation itself, the study holds that all too frequently the Ph. D. candidate does his research on some obscure or insignificant phase of educational work. Because the emphasis is placed on an original study, designed to extend the boundaries of knowledge, often the candidate finds himself writing a dissertation on some educational development that no one else has thought important enough to do.

W. A. Neilson

NORTHAMPTON, MASS.—Dr. William Allan Neilson, President Emeritus of Smith College, died in the college infirmary Feb. 13.

Since his retirement in 1939, Dr. Neilson had been living at his home at Falls Village, Conn., whence he came to the college several months ago, to write its history. The manuscript, as yet unpublished, is completed.

Dr. Neilson was born in Scotland, in 1869, and was graduated from the University of Edinburgh. Coming to America, he had taught at Harvard for some years and established a reputation as an authority and writer in English literature before his election to the presidency of Smith College in 1917. During his 22 years in that position he left a memorable imprint on the characters, personalities, and culture of the undergraduates. He had the sort of genius for influencing young persons that should mark our college presidents.

First of "Area Studies" Offered at Colgate

HAMILTON, N. Y.—Although the "core curriculum" which Colgate University adopted in January, 1945,

XUM

School Reforms in Japan Apparently Well Under Way

TOKYO—The thorniest question one can ask about the occupation of Japan —How effective is the re-education program?—evokes conflicting answers. Re-education, even if limited to changes proposed in the Japanese schools, is fundamental to such a mental disarmament as will prevent this nation's embarking soon again on a career of conquest.

The American directive on education is generally applauded. And many educators are enthusiastic about the prospects for good results. Such men as Dr. Toyohiko Kagawa, the Christian leader who is also head of a teachers association, declares that a "decided change in the spirit of Japanese education has been achieved already."

Dr. Kagawa cited a meeting of 1,000 teachers which he addressed in Yokohama, as very responsive to the new direction of education under occupation auspices.

Dr. Takagi, Professor of American Constitution History and Diplomacy at the Imperial University, and one of the most respected Japanese authorities on American institutions, also has large hopes. He bases them not merely on technical changes such as alterations in textbooks, but on new attitudes and purposes. He believes American ideas and concepts of democracy—there is great need for better definition of the word—will permeate the school system from the top.

Dr. Takagi points out that Japan's schools have always been largely controlled by the National Government and has great confidence in the liberalism of Dr. Nosei Abe, the new Minister of Education. He believes the Shinto grip on the schools has been loosened already. Under the old rule each school had its shrine.

American officers conversant with the education program are hopeful, but if pinned down concede that the key to success is a long period of occupation. Japanese newspapermen and politicians are not altogether enthusiastic about long-range results. When the actual difficulties involved in such a far-reaching reform are considered, moderate views are reinforced.

One example is illustrative. The first move to change textbooks was an effort to delete objectionable passages in present books. This was done by drawing a line in red ink through the words. One father said the effect on his children was to underscore the deleted matter. They gave it a degree of attention it had never won before.

The mere physical problems—getting textbooks revised or new ones written and approved; finding sufficient paper; providing for printing and distribution—are not easily overcome. Temporary revisions are now promised for April, but it will take years to get the textbooks required for adequately and effectively redirecting Japan's education.

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as the heart of its post-war educational program will not be launched until September, the university plans the experimental inauguration of its work in Area Studies, a major field of the seven-part "core," with the presentation of five new courses.

All but one of the initial courses will be related to Latin America. Gradually the Area Studies will be expanded until, by 1948, Colgate expects to have courses covering the culture, history, geography and social, economic and political problems and resources of Russia, the Far East and Europe.

Susan M. Dorsey

LOS ANGELES.—This city's best known woman educator, Susan Miller Dorsey, died here on February 5th in her ninetieth year. Miss Dorsey rendered long and inspiring service to the Los Angeles public schools, where she advanced from the position of teacher to that of superintendent. Schools throughout the city conducted suitable memorial exercises following Miss Dorsey's death. Many children brought testimony from parents and grandparents at home to the influence Miss Dorsey had had upon the schools in their day, when the city was growing so rapidly that the board needed to provide the equivalent of one new twelve-room building each week. It was Superintendent Dorsey who led the bond-raising movements essential to this era of rapid expansion. She gave a tone and quality to the city's educational system that must never be lost, according to Supt. Vierling Kersey.

Librarians' Conference Slated for Buffalo

CHICAGO.—June 16 through June 23 has been selected as the date for the 65th Annual Conference of the American Library Association, to be held in Buffalo, New York. Offices will be located and meetings will be held in the Municipal Auditorium, and an attendance of about 5,000 or more is expected.

Milton Bradley Acquires Philadelphia Supply House

SPRINGFIELD, MASS.—Milton Bradley Company, of this city, announces the purchase of the Edward E. Babb Co. of Philadelphia, school supply distributors. The new Bradley subsidiary will be known as Edward E. Babb Co. of Pennsylvania and will serve that state and surrounding territory.

Plans call for the retention of the present Babb staff under the direction of Stephen J. Teiser, manager, with the addition of other personnel as required.

Fuller Succeeds Pringle As N. H. Commissioner

CONCORD, N. H.—Dr. Edgar Fuller, acting Chief of the Aviation Education Division of the Civil Aeronautics Administration, has been named New Hampshire Commissioner of Education to succeed James N. Pringle of Concord who has resigned.

Dr. Fuller becomes the highest paid state official with a salary of $8,300 a year. He is a native of LaCrosse, Wis., and received his Doctor of Education Degree from Harvard in 1940. He was connected with the staff of Harvard Graduate School of Education until 1942 when he entered the field of aviation education.

Arthur Compton Inducted At Washington University

ST. LOUIS, MO.—Dr. Arthur Holly Compton was inaugurated as ninth chancellor of Washington University recently in the presence of a large group of noted educators and natural scientists.

In his inaugural address, Dr. Compton stressed the establishing of the University's new department of atomic engineering. This school will seek to put to industrial use discoveries made by leaders in physical and chemical research.

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State College Has University Ambitions

AMHERST, MASS. — Massachusetts' per capita contribution of 56 cents toward higher education falls far below the $1.47 average for the United States, according to the Associate Alumni of Massachusetts State College.

Topping the list prepared by this group is Nevada with $5.65 per capita spent by the staff for advanced education. Figures for other New England States are: Vermont, $1.92; New Hampshire, $1.47; Maine, $1.20; Connecticut, $1; and Rhode Island, 81 cents.

Hunter College to Hold Jubilee Essay Contest

NEW YORK.—In commemoration of its 75th Anniversary, Hunter College is offering a series of prizes for essays on various aspects of intercultural relations totaling $12,900 in Victory Bonds. College and university students; teachers in colleges, universities, high schools, and elementary schools; and high school students in the five boroughs of New York City may enter the contest. For details, write to Hunter College Diamond Jubilee Contest, P. O. Box 7, New York 8.

Committee to Advise Office of Education

WASHINGTON, D. C.—To enable the U. S. Office of Education to improve its service to American education, a committee to be known as the Citizens' Federal Committee on Education has been established.

The purpose of the Committee is to advise the U. S. Commissioner of Education on policies and on programs of service to education to be carried on by the U. S. Office of Education.

Membership in the newly established Committee is made up of persons designated by the presidents of a number of organizations, acting on a request made by Administrator Watson B. Miller. The term of each member is 3 years.

In general, he stated, the membership of the Committee is to be representative of labor, business, agriculture, manufacturing, homemaking, professions, veterans, Negro and religious groups (one representative each of Protestant, Catholic, and Jewish groups).

Teaching Hinges On Public Relations

ATLANTA, GA.—If the schools are to attract enough of the type of teachers they need, school administrators must improve their public relations not only to the point where the general public will hold the teaching profession in higher regard but where the teachers themselves will become increasingly aware of the importance of their work.

This was the general consensus of opinion of the panel discussion on "maintaining the teaching staff" during the second day of the regional conference of the American Association of School Administrators.

L. Drazer Banks, Superintendent of Schools, Birmingham, Ala., who was chairman of the panel, brought out the fact that while the need of better salaries is important, still it is not all important. Even so, he declared that without better salaries teachers in many instances would continue to be unable to travel, buy good books, hear good music, and do the other enriching things which would enable them to bring that enrichment back to the children in their classes.

$9,250,000 Project For M.I.T. Buildings

CAMBRIDGE, MASS.—A $9,250,000 building program at Massachusetts Institute of Technology, including one of the most modern libraries in the world for which $1,200,000 already has been donated, was announced by Dr. Karl T. Compton, president of the institute.

The corporation already has authorized the expenditure of $5,500,000 and enough of the remainder is in sight to justify going ahead with the plans. which include at least six new buildings, among them a huge gymnasium-auditorium.

Seven College Buildings As War Memorial

EVANSVILLE, IND.—Evansville College's $2,000,000 building program will become the World War II memorial in honor of those of Vanderburgh County, Ind., who gave their lives serving in the armed forces. The memorial, to consist of six buildings and a shrine, will provide facilities to meet the increasing needs of higher education and to perpetuate the ideals of democratic living.

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Desmond Becomes Mass. Commisioner

BOSTON. — John J. Desmond, Jr., new state commissioner of education fo. Massachusetts, has been Chicopee school superintendent since 1921.

He was born in Boston, was graduated from Boston Latin School and Harvard University in 1909, where he was a member of the football team. After graduating he served as vice principal of Saugus High School and later as vice-principal of the Roberts School in Cambridge.

He was appointed principal of Chicopee High School in 1913 and was promoted to superintendant of schools in 1921. He enlisted in the Army Motor Transport Corp in September, 1918, and was detailed to Washington where he formulated a course of training for officers and men. He was discharged in 1919 as a lieutenant.

What Happened Under Naziism

WASHINGTON. — "Education under Enemy Occupation" in Belgium, China, Czechoslovakia, France, Greece, Luxembourg, Netherlands, Norway, and Poland is the title of Bulletin 1945 No. 3 of the U. S. Office of Education. The pamphlet presenting a realistic description of just what happened to education in the enemy-occupied countries, was prepared from reports of the Ministers of Education of Allied Governments. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 15 cents.

Aussies Organize "Bougainville College"

MELBOURNE, AUSTRALIA.—Australian troops awaiting transport home from Torokina (Bougainville) have established their own university training center, according to Melbourne University History Professor Raymond Crawford. Professor Crawford says that the Aussies have registered their center as Bougainville College. Enrolment is voluntary, but 2,300 students have entered their names on the book. The College is divided into four wings — academic, commercial, rural and technical. Available subjects in the academic wing include instruction in seven foreign languages and social science. The College has a library of 2,000 books and is being supervised by a former graduate of Melbourne's School of History.

Grins Between Grinds

THAT'S JUST IT!

A horse went into a diner and ordered a hamburger with onions. "Okay," said the counterman and brought him one. Soon the horse ordered another hamburger.

"Now look," said the horse. "I didn't mention it the first time, but you've left off the onions again."

Another customer, very amazed, nudged his friend. "Say," he whispered, "see that horse eating hamburger?"

"Yeah," said the friend. "That's the service you get nowadays . . . they'll leave off the onions every time."

THE LITERALIST

An ant was hurrying back and forth on the top of a cereal box. Another ant watched the performance for a while, then asked: "Why so much activity? Calm yourself."

"Can't you read?" said the first ant. "It says here, 'Tear along this line.' "

A FOOLISH QUESTION

An over-indulgent mother thought her only child, a daughter, should be examined for any possible abnormal tendencies, so she took the tot to a psychologist.

"Are you a boy or a girl?" was one of the early questions of this specialist.

"A boy," the little girl answered.

The psychologist was taken aback, but thought he would try again. "When you grow up, are you going to be a man or a woman?"

"A man," the little girl answered.

Afterward, as they were returning home, the mother asked, "Why did you make such strange replies to what the man asked you?"

The little girl drew herself up to her full four-year-old dignity. "The old silly," she said. "If he was going to ask me crazy questions, I was going to give him crazy answers. He couldn't kid me."

OPPORTUNITY

Said one woman to another, "I hear Mrs. Jones has completely lost her voice."

"Poor dear!" said the other, "I must call on her. I have been wanting to have a good talk with her for a long time."

COOPERATION

Parson: "Rastus, that's a fine garden you have there."

Rastus: "Yas, suh, pahson."

Parson: "You must thank the Almighty for that."

Rastus: "Pahson, did you ebbah see dis piece of ground when de Almighty had it all to Hisself?"

IN THE COLD

Asked the school teacher, "What is the feminine of bachelor?"

There was no reply until a small boy sang out: "A lady in waiting."

GIANTS

Junior was in his first week at kindergarten when he came home one day crying loudly.

"What's the matter?" his father asked.

"Somebody hit me," sobbed the boy.

"Well, who did it?" his father inquired.

"I don't know his name. But it was one of those big first graders."

EARLY BIRDS

Two farmers, jealous of each other's early-rising, became boastful. One allowed as how he got up before 3 A.M.

His rival, hoping to catch him in a fib, rose at two the next morning and went to call on his bragging neighbor.

When the latter's wife answered the door and was asked where her husband was, she replied: "Dunno—but he was around early this morning."

HIS CHURCH

A man had been looking for a good church to attend and he happened into a small one in which the congregation were reading with the minister. They were saying: "We have left undone those things which we ought to have done, and we have done those things which we ought not to have done."

The man dropped into a seat and sighed with relief as he said to himself: "Thank goodness, I've found my crowd at last."

TSERTAINLY!

Teacher: "Who can tell me what the former ruler of Russia was called?"

Class (in unison): "Tsar."

Teacher: "Correct; and what was his wife called?"

Class: "Tsarina."

Teacher: "What were the Tsar's children called?"

There was a pause, and then a timid voice in the rear piped up: "Tsardines!"

Another Thing the War Has Taught Us

Today, too many Americans are very poor in arithmetic! The astonishingly low grades achieved on the arithmetic tests given to the men about to enter our armed forces clearly indicate that something is radically wrong. Far more attention must be given to the mastery of arithmetic than has hitherto been the case.

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